

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13PA14**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. Robert Freado Ed.D.

Official School Name: Peters Township Middle School

School Mailing Address: 625 East McMurray Road  
McMurray, PA 15317-3497

County: Washington State School Code Number\*: 101636503

Telephone: (724) 941-2688 E-mail: freador@pt-sd.org

Fax: (724) 941-1426 Web site/URL: http://www.ptsd.k12.pa.us/ptmiddleschool\_home.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Joseph Dimperio Superintendent e-mail: DimperioJ@pt-sd.org

District Name: Peters Township School District District Phone: (724) 941-6251

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Cindy Golembiewski

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 11684

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	193	136	329
8	164	169	333
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			662

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
91 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	39
(4)	Total number of students in the school as of October 1, 2011	686
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 18

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 71

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>37</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>8</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>53</u>	<u>20</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	97%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_%

Enrolled in a community college \_\_\_\_\_%

Enrolled in vocational training \_\_\_\_\_%

Found employment \_\_\_\_\_%

Military service \_\_\_\_\_%

Other \_\_\_\_\_%

**Total** \_\_\_\_\_**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Peters Township Middle School, located in McMurray, Pennsylvania, houses a student body of approximately seven hundred and a staff of fifty one teachers. What was once a sparsely populated rural community, covering only nineteen square miles, is now a strong, education-oriented community that partners with the district in a tireless pursuit of excellence, in every sense of the word. Overall, the district serves a population of more than 4,500 students in a suburban community with approximately 7,200 homes ranging from modest single family homes to luxury estates.

Achievement, Character, and Community: these cannot exist in isolation. Our mission is to grasp excellence with both hands: Curriculum and Character. One hand alone, whether it is Curriculum or Character, cannot hold up a child. Only when holding a child with both hands, can we lift them up, allowing them to reach their potentials.

Our middle school is a microcosm of the community as a whole, encompassing the goals and values of all, while devoting ourselves to the seventh and eighth graders who will soon leave us to embark on their high school journey. Teachers function on core teams, with a common plan period, and as a result, develop a strong sense of the children on their team, working together to address needs and promote strengths. Sending them to high school with a strong foundation and an understanding of the significance of educating the whole person is each team's ultimate goal. In pursuit of this, the teachers communicate exhaustively with parents, counselors, and support staff.

Our teachers and administrators are constantly developing and implementing strategies that marry Curriculum to Character. Homerooms were implemented to meet a variety of needs. Each day, homeroom addresses a different goal, shaping the hearts and minds of the students. Make a Difference Mondays allow students and homeroom teachers to discuss ways they can strive to be stronger members of every community. Additionally, Wednesdays include Words of Wisdom, shared on the announcements by teachers and staff members, as well as high school students. Feel Good Fridays focus on messages of personal triumph, overcoming odds, and choosing the road less traveled. An academic component is incorporated in home room through RTII activities that have been tailor-made by every content area; these activities allow students to examine everything from a piece of opera to a census data chart. Homeroom time also affords the struggling readers the opportunity to excuse themselves from homeroom and meet one on one with their RTII instructor. Embracing a healthy, active lifestyle is encouraged through Homeroom Intramural sports. Students compete against other homerooms in a series of team building activities that promote sportsmanship and good health. Homerooms also embark on service projects, allowing the students to give back in a profound way. Students have dedicated time and resources to a variety of worthy causes: Relay for Life, food drives, supplies for victims of natural disasters, and most recently, creation of paper snowflakes, as a gift to Sandy Hook Elementary.

The middle school is constantly striving to identify new ways to communicate, in the hopes of meeting the needs of every child, in every way. "Community Chats" were created to provide an environment where students, faculty, and parents can communicate their vision for the best possible middle school environment. Student representatives speak with homerooms then bring student suggestions and concerns to the attention of the group. These meetings allow incredible communication and insight, and the ideas generated are implemented wherever possible. The anxieties and suggestions of the children are treated seriously, as the building is first and foremost, theirs.

While our building is quite invested in the character development of every child, academic needs are constantly evolving and developing. With every passing year, reflection and reform help bring the middle school closer to its academic goals. In conjunction with the exhaustive efforts of every teacher, additional opportunities for enrichment and remediation are afforded to every child in need; RTII is dedicated to

meeting the needs of struggling readers, both remediation and enrichment study labs are available, and our academic center provides a touchstone for students in need of additional assistance. After school, students can attend Hot Shots, where classroom teachers offer an hour of homework assistance.

Achievement in the academic arena is not only sought after, but also modeled by the lifelong learners who teach at the middle school. Our teachers have been awarded two ING Unsung Heroes grants, a Best Buy technology grant, two GEO (Granting Educators Opportunities) grants, and the Highmark Healthy High Five grant. Additionally, this building has been home to the National Assistant Principal of the Year, a National Character Promising Practice Award, and is proud to be part of the 2010 National School District of Character. Additionally, hundreds of Teacher Excellence nominations have been earned, and the building is home to two National Teachers of Excellence. Our teachers never permit themselves to become complacent, as being the best possible educators is a call they answer every day.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

At Peters Township Middle School, the PSSA (Pennsylvania System of School Assessment) is administered in both seventh and eighth grades. In seventh grade, the students take the reading and math assessments; in eighth grade, they are assessed in reading, math, writing, and science. For each of these tests, there are four performance levels: Advanced, Proficient, Basic, and Below Basic.

In our middle school, we are constantly striving to move beyond an already established level of academic excellence. While proficient is deemed acceptable in regards to adequate yearly progress (AYP), it is a reality that advanced skills in literacy and numeracy are what are needed to be competitive in academia and the 21<sup>st</sup> century work force. We strive to support every child to achieve an advanced level of understanding, and it is our duty to afford them this opportunity, so they may have free reign to pursue a myriad of academic and professional opportunities in the future.

It is important to note that, while desiring all students to achieve this high standard of mastery, we attempt to balance this standard with appreciating and valuing the true victory that it is for some students to attain a designation of proficient. Ultimately, our teachers support each child in putting forth his or her best effort and maximizing his or her individual potential on each assessment given at our school.

Peters Township Middle School maintains the focus of developing excellence in achievement, character, and community. In respect to student achievement, we are most proud that our PSSA data confirms that we have maintained a consistent standard of excellence in both Mathematics and Reading. It is this consistency that we believe to be the most noteworthy trend in our data.

Our eighth grade reading performance would be the greatest example of this trend. From 2008 through 2012, in each year between 96% and 98% of our students scored proficient or advanced. For those same years, between 85% and 88% of our students scored in the advanced range. As profound as that example is, it is certainly not an outlier when looking at the rest of our data set. In 7<sup>th</sup> grade mathematics the five year range of advanced and proficient is between 93% and 97%, in 7<sup>th</sup> grade reading that range is between 93% and 98%, and in 8<sup>th</sup> grade mathematics the range is between 90% and 96%.

While the variance in the data is relatively small, what trends we do note are positive. This past year, 2011-2012, 7<sup>th</sup> grade mathematics (80%), 7<sup>th</sup> grade reading (71%) and 8<sup>th</sup> grade mathematics (79%) all have either set or matched their highest percentage of students scoring at the advanced level over this five year span. This is especially satisfying, as our district goal in the fall of 2011, when constructing our departmental action plans, was to review curriculum and develop instructional strategies to increase the percentage of students scoring in the advanced range.

One fact that speaks well to both the consistency of our scores and the positive direction we are heading is this: Of the eight “whole group” scores that we were asked to provide for this application (“advanced” and “proficient and advanced” for 7<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics), every one was within 2% of the highest percentage score recorded over the past five years with five of the eight setting or matching the highest score recorded over this time period.

In 2011-2012, the following subgroups scored at least 10 percent below the proficiency total for the entire school population on a particular exam: 1.) Special Education in 7<sup>th</sup> grade reading (86% as opposed to 96%); 2.) Special Education in 8<sup>th</sup> grade mathematics (77% as opposed to 96%); 3.) Economically Disadvantaged in 8<sup>th</sup> grade mathematics (80% as opposed to 96%); 4.) Special Education in 8<sup>th</sup> grade reading (75% as opposed to 97%); 5.) Economically Disadvantaged in 8<sup>th</sup> grade reading (73% as opposed to 97%). In seeking to close this achievement gap, we are providing support through RTII support in

homeroom and during study labs, PSSA remediation classes (PSSA Math and Writing Workshop), 7<sup>th</sup> and 8<sup>th</sup> grade reading support courses, math and writing labs (new this academic year) that students can utilize during study lab, teacher development and review of individual student action plans, and Hot Shots afterschool homework assistance. Moving forward, we are committed to continually exploring ways that we can utilize our building schedule to enable struggling students to have access to their teachers for the focused individual and small group support that can make all the difference for them.

## **2. Using Assessment Results:**

Peters Township Middle School is a community that values the contribution data makes to the generation of the best possible learning opportunity for every child. Our staff works with the district administrators to develop strategies that allow instruction to partner with data, affording teachers the opportunity to maximize student learning. Our teachers analyze summative curricular data, benchmark scores from Study Island, PVAAS, and Pennsylvania System of School Assessment (PSSA).

Beginning with “data-mining” in-services at the start of each school year, educators determine specific weaknesses in their individual curricula based upon the assessment anchors. Each content area “adopts an anchor,” allowing educators to focus specifically on a core area of need, and in the process, build a stronger foundation.

Additionally, at the beginning of the school year, the “data-mining” process becomes more intricate as our staff reviews individual students’ previous year report cards, PSSA scores, and Study Island benchmark data. Analyzing this data allows core teams to meet and develop Individual Student Action Plans, which assist the teachers in fostering the achievement and growth of at risk learners. Teachers then revisit these action plans to determine if interventions were successful and if additional action is required.

Research has consistently shown that the quality of instruction is the single most significant factor in student achievement, and our teachers are passionate about ensuring their students’ success. When we have our “data days,” they are either searching through the PSSA anchor sub-scores within their content areas to identify potential growth areas or they are meeting with their cross-curricular teams to discuss the specific needs and progress of the individual students that they all have in class and the supports they can provide. Our teachers then apply this data analysis in the classroom by continually adjusting their instruction to meet student needs. Our grade level content teams (e.g. 8th grade mathematics) are exceptionally cohesive in their planning and discussion, resulting in instruction and assessment that are remarkably consistent across teams and clearly aligned with Pennsylvania state and Common Core standards.

Assessment data provides the staff with key information to identify students for enrichment or remediation in the classrooms and/or placement into specific classes which are offered. For example, students can be placed into a thirty day PSSA Math class, the goal of which is to target deficiencies in a child’s mathematics’ foundation. Students are assessed at the beginning of this course to determine which skill sets they are lacking and instruction is differentiated based on these results.

Data from the fifth grade PSSA writing scores and language arts teacher recommendations place students into a sixty day Writing Workshop. This course provides remediation on basic writing and grammar skills, followed by the opportunity for students to apply these skills in the form of persuasive and informational essay writing.

In addition to these courses, a Math Lab, Writing Lab, and Directed Study Lab are offered for students who need additional support. Teachers can recommend students based on results of classroom assessments and/or PSSA results. These flexible labs allow students to receive additional support in areas of need.

Additionally, our RTII team analyzes data to determine placement into a Tier One, Tier Two, or Tier Three level. Students are initially identified using PSSA scores, Study Island Benchmark results, and classroom performance. Students face a battery of assessments, focusing on fluency, decoding, vocabulary, and comprehension. Instruction is provided based on these assessments either three times each week, twice each week, or twice each month.

Students falling into Tier One monitor their own progress through the use of a data notebook, keeping track of their individual growth over the course of the year. Students falling into Tier Two and Tier Three are given periodic assessments to monitor their progress throughout the year.

If a student does not feel comfortable, safe, and heard, they simply cannot learn. Therefore, every effort is made to ensure students feel emotionally secure within the confines of each classroom. Each year, the middle school administers a bullying survey in order to assess student concern regarding their level of security within their learning environment, which includes the school bus, cafeteria, and hallways. Results are communicated to staff, students, and parents. The guidance department analyzes the data, and in collaboration with the staff, develops programs, procedures, and interventions to address student concerns.

As a means of developing a partnership with the students, the principals take it upon themselves to communicate the significance of PSSA results to students prior to the administration of the standardized tests. They take time to explain the process of the assessment, and emphasize the importance of putting forth their best effort and improving upon their previous year's scores. Ultimately, the goal is for students to become invested in their success, and feel as though their individual success should be a personal priority.

In order to better communicate classroom assessment results, our district utilizes a web-based grade recording system that both parents and students can access. This provides a real time view of each student's academic progress and standing. Parents can receive e-mail notifications when grades are updated and monitor completion of their child's assignments. Teachers can use the system when analyzing data regarding a particular student at risk. The system offers teachers the opportunity not only to post scores, but also to indicate missing or incomplete assignments. High school recommendations and scheduling also take place through this system.

In addition to the on-line grading program, parents receive letters informing them of their child's progress as it relates to the following: RTII placements, academic at-risk status, PSSA results, and/or eligibility for special classes.

Each school year, at a school board meeting in the fall, district administrators present and explain data, which outlines the previous year's formal assessment results. This is particularly helpful to families new to the district, as well as families transitioning from elementary school to the middle school. Families new to the state or even new to the country become better acquainted with the nature of Pennsylvania assessment and its impact on their child's future.

At the end of the school year, eighth grade students are evaluated by their teachers, who reflect on a variety of assessments to determine whether each child in their class has qualified for formal academic recognition in the form of departmental or building-wide awards. These awards are presented at a ceremony in the spring where parents and community members are invited to attend and recognize the achievements of their children.

By reviewing both formal and informal assessments, our staff strives to determine the best instructional strategies to meet the needs of every student.

### **3. Sharing Lessons Learned:**

Peters Township Middle School professional learning communities that focus on academics, achievement, and community have been built through our six core teams. Art, Guidance, and special area teachers participate in all core meetings, field trips, and activities. Grade level teams meet two times each month to collaborate as well as share best practices, and assessment strategies that promote success for all students. Communication of the team minutes within the building disseminates the information from these meetings to all professional staff. Individual core teams have a common planning time to collaborate on interdisciplinary projects, such as the extensive research paper in eighth grade language arts that partners with the National History Day Project in social studies. Additionally, grade level content areas generally have a common planning time which affords them the opportunity to brainstorm ideas for lessons and plan for the use of shared materials for course projects such as the roller coaster project and the outdoor environmental data collection project.

District and building in-service days are developed throughout the year based in large part on staff input. Our teaching staff has a shared vision to build a strong curriculum centered on anchors, and improve instructional strategies guided by data from formal and informal assessments. Teacher led in-service sessions have included *Organizing Your Classroom*, *Differentiating Instruction*, *iPads in the classroom*, *Managing Classroom Stress*, *Building whiteboard technology tools*, *FITNESSGRAM*, *Physical Best*, and *Bullying*. Building to building shared communication within the school district has been improved with the inception of content specific grade level department meetings. These types of meetings provide a format for a shared scope and sequence of curriculum, which provides a smoother student transition from one level to the next.

Within the state, various teachers on our staff have hosted student teachers and have partnered with the University of Pittsburgh, Duquesne University, and California University of PA to provide a shared teaching and learning experience. An onsite science methods course was taught, in house, by one of our science teachers, as part of a course for Duquesne University. Strategies were also shared in presentations made to the pre-service TEACH (Teachers Evolve And Change with Help) Mini-Forums at several state universities as well as the Pennsylvania State Teachers of the Year Forum in Harrisburg, PA. District administrators share ideas with our Intermediate Unit (IU1) and the South Hills Area School District Association (SHASDA) to collaborate and share current best practices for implementing a Response to Instruction and Intervention (RTII) program at the middle school level.

Our middle school staff has also been involved in sharing successful strategies to a wider national venue. One of our physical education teachers has taught FITNESSGRAM workshops throughout the country. These workshops are taught through NASPE (National Association for Sport and Physical Education). She instructs other physical education professionals on how to administer FITNESSGRAM tests to the children, and then use the FITNESSGRAM software to record individual scores and provide feedback to families.

Peters Township School District has been named a 2010 National School District of Character by the Character Education Partnership. Our principal has spearheaded Character Education in the district and presented some of our best practices at the National Forum on Character Education in San Francisco, California. Our district also hosted a mini-conference on character and leadership this fall. We partnered with California University of Pennsylvania on the event and invited educators from the surrounding area to attend.

#### **4. Engaging Families and Communities:**

A culture of engaging students and families is evident, from our school motto and touchstone, to the daily routines of our school, to its very structure and organization. True to our pursuit of Achievement, Character and Community, our community partnerships, master schedule and school calendar are structured to provide opportunities to engage all members of our school community from our township police to our local universities to our parents.

We have enjoyed a wonderful partnership with the Peters Township Police Department. Local officers have come in regularly to speak with our classes about crime scene investigation, traffic physics, the dangers of smoking and the importance of avoiding dangerous situations. Our local police chief has filmed a community service announcement with our principal encouraging student safety when walking on the streets around our school. Finally, our local patrol officers and school resource officer have been a consistent and supportive presence walking the halls of our schools and speaking with students in our cafeteria.

As we continue to encourage our children in their leadership and character development, we also want to enable our educators to develop the skills they need to lead their students down this path. This past November, teachers and administrators from our middle school worked with our district administration and staff members from California University of Pennsylvania to present "Leadership and Character," a day long seminar for district and area educators that addressed such topics as character education through children's literature, leadership through coaching, adolescent self image, creativity and The Seven Habits of Highly Effective People. This effort demonstrated our commitments towards both supporting character education across our region and collaborating with our local universities to expand our knowledge and develop our skills.

Ultimately, our school is driven by traditional principles that reflect our commitment to addressing the unique needs of middle school students; we know this is a goal that is best achieved through a community initiative rather than working in isolation. Students are assigned to teams of core subject teachers (language arts, math, science and social studies) that address student needs, enhance communication with parents, and advocate for their students through collaboration with special area teachers, school counselors, principals and other support personnel. All parents are afforded the opportunity to meet with teachers at various points throughout the school year, either by appointment, or during parent conference day. The constant communication between the parents and the staff is one of the primary reasons our children are so successful in their academic pursuits.

The master schedule provides for a seventeen minute homeroom period, during which students and teachers engage in character education, intramural sports, and academic and community building activities. The school and PTA work in partnership to promote school fundraisers, service projects and other activities through homeroom periods. Beyond the traditional Open House, PTMS also hosts Take Your Parent to School Day, which has afforded parents the unique opportunity to experience life in the middle school, alongside their children. Parents gain a new appreciation for the academic rigor their children face, as we strive to create children prepared to compete in an ever changing, global community. In addition, parents play an important role in planning and implementing school events such as dances, end of the year celebrations, and school-wide activities; their presence profoundly benefits everything from our field trips to our academic clubs. Parents also participate in "Community Chat," as well as help by serving on curriculum, character education, guidance, special education and advisory committees; in Peters Township, we wish for all voices to be included, contributing to the larger educational dialogue.

At PTMS, we acknowledge parents and families as partners in fulfilling a vision second to none in its significance. School and PTA leaders meet frequently throughout the year to plan the school calendar of events and monthly meeting agendas. The partnership is characterized by mutual respect – one through which input and feedback are imperative and greatly valued. According to our PTA President, "The team of core teachers is able to provide a unique insight into your child's life as a student at Peters Township Middle School. By having the entire team of teachers present, the experience enables the parent to view their child as a whole as opposed to only having the input of one teacher at a time."

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Peters Township Middle School supports college and career readiness by offering the appropriate rigor and competitive coursework as a means of providing students with an opportunity to be successful in all of their future endeavors. The building blocks put into place at the middle school level prepare students for college-preparation and honors coursework at the high school level. The curriculum is Pennsylvania standards aligned, and has been revisited and revised as we work toward better alignment with the Common Core. Students are held accountable through the PSSAs, as well as the Keystone exams, which work to identify whether the district is delivering the material needed for students to advance.

Coursework at the middle school is designed to challenge and support students through a variety of rigorous and dynamic curricula. All seventh and eighth grade students take science, social studies and language arts. These courses are taught at a high level of rigor with differentiation for students who need additional support or enrichment. Students also take either a world language (French, German, or Spanish), or a reading course if past performance indicates a need.

Seventh and eighth grade students take the math course that is appropriate for their ability level. The math courses offered are: Pre-Algebra, Pre-Algebra Enriched, and Algebra Enriched. Many of the students are accelerated and therefore take Honors Geometry at the high school. Additionally, some of these accelerated students also take Honors Biology at the high school, bypassing Grade 8 Science. By the spring, students in Algebra, as well as Biology, will take the Keystone exams to demonstrate mastery of the content.

Practical and fine arts' courses are offered on six or twelve week rotations during two of the nine class periods of each day. Seventh grade students participate in the following courses: Physical Education, Health, Art, Comprehensive Music, Family and Consumer Science, Technology Engineering Education, and Goal 7. Eighth grade students participate in the following courses: Physical Education, Literature (Foundations or Studies), Art (2-D, 3-D or Art Exploration), Comprehensive Music or Jazz Band, Computer Based Applications, Technology Engineering Education, and Goal 8.

The Goal courses provide a unique curriculum that focuses on skills that provide college and career readiness. Goal 7 emphasizes executive functioning skills such as organization, study skills, time management, goal setting, decision making, problem solving and learning strengths. This course also includes a unit of "*The Seven Habits of Highly Effective Teens*." Goal 8 utilizes "*My Career Journey*," a virtual and interactive online program for which we have a subscription, which allows students to connect their skills and preferences to appropriate careers and career clusters. Students produce a career portfolio at the conclusion of this course.

All students are afforded the opportunity to have a study lab period where they may complete homework and receive additional assistance from teachers. During this time, three performance music courses are offered to students who elect to participate: band, chorus or orchestra. Some students are selected to participate in the Works Crew, which produces our daily announcements and various video productions utilized throughout the year.

A unique part of the schedule is a structured homeroom period where each homeroom functions as a miniature community, fostering the school mission of Achievement, Character, and Community. During homeroom, students watch announcements and participate in various activities. Some of these activities include: RTII, character education, service learning projects, and intramural sports.

Students identified as gifted learners have the opportunity to participate in the gifted program. This program challenges academic needs and allows these students to pursue individual learning goals.

To meet the needs of students faced with academic struggles, the following support courses are offered: Learning Support Math, Learning Support Reading, Learning Support Language Arts, PSSA Math Preparation, Directed Study Lab, Math Lab, and Writing Workshop. A life-skills course is also offered to help provide students with functional skills necessary for daily living.

## **2. Reading/English:**

The strength of the language arts department here at the middle school is that the teachers communicate regularly to ensure that the transition between the grade levels is smooth and that the entire program is cohesive.

We collaborated to write the current curriculum with the purpose of teaching developmentally appropriate skills and then enhancing those skills. We discuss the curriculum continually to address the changing needs of our students, collaborate with the librarian and the gifted and learning support teachers to incorporate best practices, and co-teach across teams to expose students to different teaching styles. Additionally, we teach common objectives, employ common assessments, and use technology in the classrooms to engage the students and expand their skills.

The language arts curriculum focuses on reading, writing, research, and presentation skills. The curriculum is designed to progress logically so students build on previously learned skills. Students begin each year with a review of grammar, which leads to a study of a six-step writing process that the students use for writing projects across grade level and curricular area. The process allows for thorough development of ideas and feedback from both peers and teachers. From there, students study various genres of writing. The students learn plot structure, characterization, conflict, point of view, theme, and other literary devices when they study short stories and novels. During the poetry unit, the focus is on identification/use of multiple poetic devices, analysis of poetry from a span of periods, and poetry writing. During the drama unit, students examine the difference in the structure and purpose of the text as compared to other genres. Students are introduced to Shakespeare in modified language first, then in the original text. In each unit, students are also exposed to new vocabulary and the respective etymology. All the while, students work to complete an independent reading requirement through the *Reading Counts!* program run through the library. The curriculum also incorporates research skills and strategies, helping students develop the skills necessary to differentiate between fact and opinion, to discriminate between relevant and irrelevant sources and relevant and irrelevant information, and to properly summarize, paraphrase, and quote their sources. It has never been more important to instill into children the idea that all information is not created equal and that every source available on the internet is not necessarily credible. That being said, when navigated properly, the internet allows teachers and students to travel to worlds well beyond the confines of the classroom.

The students are assessed in each curricular area through completion of writing exercises, projects, presentations, and tests. In addition, students have the opportunity to provide and receive peer feedback and to participate in guided discussions, Socratic discussions, and blogging.

The department and the school take great effort to improve the reading skills of all students, especially those who fall below or rise above grade level. At the start of each year, all students complete a reading-level assessment. Those results are used to place at-risk students into a school-wide RTII program. Within the language arts curriculum, differentiation is used to address reading gaps and enrichment. In the *Reading Counts!* Program, Seventh grade students are able to choose books at their comfort level or to choose more challenging books; in eighth grade, students have the opportunity to follow a reading schedule that will allow them to apply for honors-level English courses in high school. In the novel unit, three different books are used; they are assigned based on students' reading levels. Differentiation of

topics in the research unit also allows for students to read sources at their level or to be challenged with more complex material.

The collaboration and effort showcased in the language arts department ensures that PTMS students will have the foundation to be successful in any endeavor they choose.

### **3. Mathematics:**

For current eighth grade students, the following pre-algebra and algebra sequence has been in place during their seventh and eighth grade school years: Students on grade level would have taken the first half of pre-algebra in seventh grade and the second half in eighth grade to prepare for Algebra I in high school. Approximately 48% of our current eighth graders have followed this sequence.

Students working at an enriched level would have completed the entire pre-algebra course in seventh grade, preparing them for algebra I in eighth grade. Approximately 38% of our eighth graders this year have followed this sequence. Students working at an accelerated pace would have completed algebra I in seventh grade, affording them the opportunity to travel to the high school in eighth grade to study geometry. Approximately 11% of our students have followed this sequence. Finally, approximately 3% of students receive learning support math instruction consistent with the goals of their IEPs.

Beginning with the 2013-2014 academic year, all students who are on grade level or working at the enriched level in mathematics will be taking algebra I (regular or enriched) at the middle school. Accelerated students will continue to take geometry at our high school. This is consistent with national and international trends of establishing algebra I as the grade level course for 8<sup>th</sup> grade students. Through an extensive review process in our district, it was determined that: 1.) Students would be better prepared for college entrance exams after having algebra at an earlier point in their academic careers; 2.) By taking algebra in 8<sup>th</sup> grade, more students would be on pace to take calculus prior to completing their high school careers.

Our teachers lead their classes at a rigorous pace and continually monitor their students through informal classroom assessment to determine individual understanding. While there are times during each lesson where the teacher is providing direct instruction on each topic, it is quite common for students to be assigned exercises in class or through homework where they must apply their existing knowledge to attack more challenging applications that may include unfamiliar aspects. This enables our students to develop the critical thinking and problem solving skills they need to be successful not only on curricular and standardized assessments, but more importantly, in many of the STEM career fields that will make up the 21<sup>st</sup> century workforce.

Students who struggle in math tend to need a great deal of individual and small group support. To provide this additional support, multiple opportunities have been established for students to receive math assistance. Math Labs, which are staffed by math teachers during both seventh and eighth grade study lab times, enable students to stop in when they are having difficulties. Some students who have previously struggled in math are assigned to these as their scheduled study lab. PSSA Math support, which is taught by a learning support teacher with math certification, is a thirty-day rotation class that is scheduled for students who have not demonstrated proficiency on the previous year's PSSA. Finally, Hot Shots, which has been facilitated by certified math teachers, is an afterschool homework assistance program offered twice a week.

### **4. Additional Curriculum Area:**

The Peters Township Middle School mission exemplifies the many attributes and characteristics needed to create successful 21<sup>st</sup> century learners and citizens. In a world that is constantly eroding preconceived notions of time and space, the social studies curriculum at PTMS serves as a bridge between the past, the

present, and the future. And yet, the educators at the middle school do not provide the bridges to the students, but rather, the curriculum is designed to outfit each student with the essential skills needed to be his or her own architect, engineer, foreman, and laborer as they create their own solutions unique to the problems of the modern world.

The social studies curriculum places a strong emphasis on communication by collaborating with the language arts department on several different units. At the beginning of seventh grade, the social studies and language arts departments use non-fiction works to teach the students the components of good persuasive writing. The students are introduced to the concept of all types of bias, including cultural bias, and learn how to assess the validity of both primary and secondary sources. Students are expected to view a problem not merely from their own perspective, but also evaluate the other side of an argument before creating a rational thesis statement supported by hard evidence. Seventh grade also concludes with a social studies and language arts cross-curricular Civil War activity. Students acquire the facts in social studies but learn empathy from reading one of several differentiated language arts novels, including *Soldier's Heart*, *Across Five Aprils*, and *Who Comes with Cannons?*. The students are then grouped into Civil War families where they write letters to a soldier in the field using historically accurate information. This concept is continued in the eighth grade, where the social studies and language arts departments collaborate with a National History Day project at the beginning of the year and end with World War II and The Holocaust. With the National History Day project, students may choose from several different assessments, including a website, an essay, a museum board, or performance art. Additionally, students write an extensive research paper on their topic in language arts. Eighth grade concludes with World War II and The Holocaust, where students are assigned a differentiated novel in language arts, either *Night*, *The Cage*, or *Daniel's Story*; they create a webpage in social studies dealing with the World War II Era. Additionally, they participate in activities including a visit to the Jewish Community Film Festival in the South Side and Holocaust survivors and World War II veterans visiting the middle school to discuss their experiences.

As the interconnectivity of the world only grows stronger every day, a greater emphasis has been placed on making the students global citizens. As students study U.S.-Mexican relations, for example, they learn that illegal immigration between the two nations originally flowed from the U.S. into Texas when Texas still belonged to Mexico. They compare and contrast how the Mexican government tried to curtail illegal immigration in the 19<sup>th</sup> century with how the American government tries to stop illegal immigration in the 21<sup>st</sup> century. It is here that the students use their knowledge of the past to try to solve the problems of the present and the future, working toward solutions to real world problems that will certainly engulf them as they mature and become citizens and leaders of the 21<sup>st</sup> century.

## **5. Instructional Methods:**

At the start of the school year, students are evaluated through a data mining process to identify the strengths and weaknesses of the individual learner. Students then take a Study Island benchmark exam. These results are used to differentiate instruction in the classroom and provide remediation for those that are performing either basic or below.

One example of how we differentiate to support our students is through our Response to Intervention and Instruction (RTII) program. After a battery of tests, all students are placed in Tier One, Two, or Three. Tier One students participate in an RTII activity twice a month. Through these activities, students practice skills appropriate to specific content areas, including math, reading, social studies, science, art, music, technology education, health/physical education, and foreign language. Tier Two students not only participate in the Tier One activities, but also receive additional RTII instruction in the form of individualized remediation twice a week during homeroom and study hall. Tier Three students also participate in the Tier One activities and receive remediation three times a week during homeroom and study hall.

Based on the data mining and placement of students with Individualized Education Plans, some classrooms provide an environment where an additional instructor is present to provide additional differentiation techniques that will benefit all learners.

For students who have been identified as gifted learners, the middle school provides an enrichment program in addition to the differentiation provided within the realm of the classroom. These students participate in instructional opportunities provided outside of the classroom, including a trip to observe an open heart surgery. In addition to these opportunities each student is required to complete an independent project that coincides with their individual learning goals. They may choose to work on this project individually, or in collaboration with other students within the enrichment classroom. Students are responsible for submitting a proposal, discussing the goals that will be pursued through completion of the project proposal, and providing a plan to complete their proposal.

Within the classroom, teachers provide a variety of learning experiences that cater to student strengths and weaknesses. Some methods that are used include jig-sawing, tiered assignments, flexible grouping, and instruction based on multiple intelligences. For example, both seventh and eighth grade language arts classes participate in a differentiated novel unit based on reading levels. Students are ability grouped to participate in a novel reading and discussion commensurate with their individual abilities. They are then regrouped to compare and contrast themes and styles found throughout the different novels. Through our social studies department, students participate in the National History Day project where they can choose a topic that interests them, based on the organization's yearly theme. They may then choose from a variety of mediums for their presentation, including a website, essay, museum board, or performance art. Students are encouraged to enter their project into the National History Day competition at the Heinz History Center, where they compete against students from across the region.

A variety of technology is used to support differentiated instruction. Technology such as Kurzweil, I-Pads, Dragon Speak, Edmodo, eReaders, and personal laptops are used to meet the needs of individual students. These technologies allow students to access and utilize the general education curriculum. The middle school, as well as the Peters Township community, recognizes the importance of creating 21<sup>st</sup> century learners and citizens. Thus, every student at the middle school is required to take a Technology Education class, where they participate in activities ranging from robotics to webpage design. In addition to this course, students also participate in a business computer information technology course that provides instruction on programs and applications such as Excel, Microsoft Publisher, Power Point, and Google Web Apps. They then are expected to apply these skills to their other classes.

## **6. Professional Development:**

Teachers in Peters Township Middle School are educators who work to develop a standards aligned curriculum and assessment tools that engage our students in active, purposeful learning that is challenging, exploratory, integrative and relevant. Professional development is the gateway to student achievement. Our professional development opportunities in Peters Township encourage the inclusion of a more project-based and collaborative learning format. We strive to meet the needs of each student through multiple learning and teaching approaches.

District in-service workshops embrace differentiation of instruction, 21<sup>st</sup> century learning, the Standards Aligned System, and state standards. We are given choices in our district regarding professional development workshops and are encouraged to continue our journey as life-long learners. Our staff seeks opportunities to bring back strategies that will strengthen our curriculum and improve student achievement.

Following a *Study in Human Creativity*, one of our teachers utilized several creative thinking strategies discussed in this course then adapted them for use in the Tech-Ed classes for the student produced videos demonstrating good character. The same strategies were employed in regards to using Google Sketch-Up to develop an ergonomic modification to the chairs that students designed in this 3D modeling program.

Through the Pennsylvania State organization of the American Alliance for Health, Physical Education, Recreation, and Dance workshop, our physical education teacher learned how to develop activity stations that require little or no equipment with task lists, so every child can be an active participant every minute of class. A technique using body stories has been implemented to make “dance” more about body movement, shapes, and levels, rather than actual dance steps.

Language arts in-service sessions devoted to technology in the classroom: Flipped Classrooms, Socrative online Student Response systems have all been professional development sessions that our teachers have adapted for the development of an engaging classroom.

Several after school, building level in-service sessions have focused on adoption of department Action Plans for Reading or Mathematics Anchors. Each department needed to reflect and then revise the action implementation of the adopted anchors. The goal of anchor adoption is to reinforce the goals set forth by the curriculum, while acknowledging the need to improve student learning and achievement.

Other professional development sessions have focused on individual student academic, social and emotional needs and supports. These district professional development opportunities promote the middle school culture and community and seek to support the needs of our students.

Professional development for academic needs of gifted support was provided by Intermediate Unit 1 to assist our teachers in learning how to differentiate assignments and to maximize the potential of our gifted students through IEP design. PATTAN training for Reading Apprenticeship has been incorporated into the classroom to assist students in paraphrasing and reading for content. PA Teachers of Literacy Conference in Philadelphia and RTII workshops have helped our teachers address the needs of the struggling reader.

Pennsylvania Value-Added Assessment System (PVAAS) training for members of our teaching staff has offered an objective and more precise way to measure student progress and growth to get a more complete picture of student learning and achievement. Data mining has enabled our staff to identify students who are at risk and allow them to develop Individual Learning Plans and Learning and Intervention Plans to promote student success.

Several middle school administrators and teachers have become certified trainers of the *Steven Covey Habits of Highly Effective People*. Our entire staff has received professional development training in this program. The principles of highly effective people have been embraced by our school, are embedded into all curricula, and are stenciled through our halls to remind students of these values. The Leader in Me 2010 Global Education Summit Training at California University of Pennsylvania, sponsored by Franklin Covey has enabled another teacher from our school to incorporate the Covey principles on another level in his classroom. Lastly, emotional well-being is addressed through Student Assistance Training (STAR), which is comprised of teachers from every core team, as well as counselors and administrators. Teachers attend periodic training to refresh their knowledge of the dangers facing young adults.

## **7. School Leadership:**

The Peters Township Middle School leadership philosophy recognizes that the primary purpose of the principal is to teach, model and support the school’s vision of a marriage between Achievement, Character and Community. We believe in and value the leadership roles all members of our school community play, and we work to empower and nurture leadership within our faculty, staff and students. The school’s vision, motto and the subsequent development of our PTMS Touchstone were created with the input and leadership of all invested.

The formal leadership structure in our school consists of a principal, assistant principal and team (grade level) facilitators. The principal and assistant principal function as supervisory authority, while the team

facilitators serve as liaisons between administrators and teachers. The principals and facilitators work in a collaborative manner to communicate information and make decisions regarding school issues such as budget priorities, service projects, school rules and procedures, scheduling, and technology implementation.

Countless opportunities exist for teachers, staff members, parents and students to contribute to the leadership of the school. Teachers and counselors play key leadership roles in the development of the master schedule, curriculum development, character education and safety, to name a few examples. An excellent example of teacher leadership is evident in the formation of a committee to create and implement our approach to Response to Intervention and Instruction (RTII). Our principal, assistant principal, teacher leaders and committee leaders have formed a group that strives to implement and assess using RTII.

Additionally, our PTA has demonstrated leadership in a number of ways, including their invaluable partnership with the police and schools by implementing the EZ Child ID Program, which creates DVDs that allow for easier identification of missing children.

Students are also encouraged to capitalize on opportunities to initiate service projects and ideas for school improvement. Three recent examples of student impact in these areas include projects to support families of children experiencing long hospital stays, senior citizens through the Meals on Wheels Program, and developing and implementing a food drive to benefit the local food banks. In addition, our teachers and students share leadership in the form of our “Green Team”, which promotes responsible use of resources, recycling and a healthy school environment. During a recent student forum at our school, known as the “Community Chat,” students proposed suggestions and plans for implementing service projects involving the donation of unused food items from our cafeteria to a local food bank, to refine our student dress code, to expand student access to the student library, and to identify ways to add additional supports for students during their study labs.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Advanced + Proficient	97	96	97	93	94
Advanced	80	79	80	71	76
Number of students tested	326	355	328	352	356
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	0	1	3
Percent of students alternatively assessed	1	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced + Proficient	Masked	77	83	64	Masked
Advanced	Masked	54	33	50	Masked
Number of students tested	7	13	12	14	4
<b>2. African American Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	2	4		1
<b>3. Hispanic or Latino Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	5	4	5		4
<b>4. Special Education Students</b>					
Advanced + Proficient	90	70	87	65	67
Advanced	51	45	44	30	46
Number of students tested	39	20	16	23	33
<b>5. English Language Learner Students</b>					
Advanced + Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Advanced + Proficient	100		100	100	100
Advanced	100		80	86	93
Number of students tested	15	10	10	14	15
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. 1. The scores reported are for the PSSA assessments and are consistent with the data reported in the School Report Cards published by the PA Department of Education for the years 2007-2008 through 2011-2012. 2. Participation rates are indicative of student participation in the PSSA, PSSA-M, or PASA. 3. Percentages of students achieving Proficient or Advanced are not shown for subgroups that have less than 10 students.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Advanced + Proficient	96	98	95	94	93
Advanced	71	71	68	69	61
Number of students tested	324	356	334	352	356
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	0	1	3
Percent of students alternatively assessed	1	1	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced + Proficient	Masked	79	85	86	Masked
Advanced	Masked	50	15	29	Masked
Number of students tested	8	14	13	14	4
<b>2. African American Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	2	2	4		1
<b>3. Hispanic or Latino Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	5	4	5		4
<b>4. Special Education Students</b>					
Advanced + Proficient	86	76	77	57	67
Advanced	46	33	23	22	46
Number of students tested	37	21	22	23	33
<b>5. English Language Learner Students</b>					
Advanced + Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Advanced + Proficient	100		100	93	100
Advanced	93		90	64	73
Number of students tested	15	10	10	14	15
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
1. The scores reported are for the PSSA assessments and are consistent with the data reported in the School Report Cards published by the PA Department of Education for the years 2007-2008 through 2011-2012. 2. Participation rates are indicative of student participation in the PSSA, PSSA-M, or PASA. 3. Percentages of students achieving Proficient or Advanced are not shown for subgroups that have less than 10 students.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Advanced + Proficient	96	93	90	92	92
Advanced	79	73	73	74	70
Number of students tested	344	330	346	358	330
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	4	0	1	2	0
Percent of students alternatively assessed	1	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced + Proficient	80	58	67		Masked
Advanced	47	17	47		Masked
Number of students tested	15	12	15		9
<b>2. African American Students</b>					
Advanced + Proficient		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		4	3		3
<b>3. Hispanic or Latino Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	3	3	1		2
<b>4. Special Education Students</b>					
Advanced + Proficient	77	67	72	60	56
Advanced	36	39	56	40	35
Number of students tested	22	18	18	35	23
<b>5. English Language Learner Students</b>					
Advanced + Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Advanced + Proficient		Masked	93	100	Masked
Advanced		Masked	93	92	Masked
Number of students tested	10	9	14	12	6
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
1. The scores reported are for the PSSA assessments and are consistent with the data reported in the School Report Cards published by the PA Department of Education for the years 2007-2008 through 2011-2012. 2. Participation rates are indicative of student participation in the PSSA, PSSA-M, or PASA. 3. Percentages of students achieving Proficient or Advanced are not shown for subgroups that have less than 10 students.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: PSSA

Edition/Publication Year: PSSA

Publisher: PDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Advanced + Proficient	97	98	97	98	96
Advanced	86	88	88	86	85
Number of students tested	346	335	350	358	330
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	4	0	1	2	0
Percent of students alternatively assessed	1	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Advanced + Proficient	73	85	93		Masked
Advanced	67	39	60		Masked
Number of students tested	15	13	15		9
<b>2. African American Students</b>					
Advanced + Proficient		Masked	Masked		Masked
Advanced		Masked	Masked		Masked
Number of students tested		4	3		2
<b>3. Hispanic or Latino Students</b>					
Advanced + Proficient	Masked	Masked	Masked		Masked
Advanced	Masked	Masked	Masked		Masked
Number of students tested	4	4	1		3
<b>4. Special Education Students</b>					
Advanced + Proficient	75	96	77	86	57
Advanced	54	52	41	57	39
Number of students tested	24	23	22	35	23
<b>5. English Language Learner Students</b>					
Advanced + Proficient					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Advanced + Proficient		Masked	100	100	Masked
Advanced		Masked	93	92	Masked
Number of students tested	10	9	14	12	6
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. 1. The scores reported are for the PSSA assessments and are consistent with the data reported in the School Report Cards published by the PA Department of Education for the years 2007-2008 through 2011-2012. 2. Participation rates are indicative of student participation in the PSSA, PSSA-M, or PASA. 3. Percentages of students achieving Proficient or Advanced are not shown for subgroups that have less than 10 students.					